

State Public Charter School Authority
Strong Start Academy Elementary School
2024-2025 Status Check



ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

Mission Statement

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world. SSAES is committed to building a culture of high academic achievement for all students. All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures. SSAThe vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

ES will offer rich linguistic and cultural education that values and develops families’ cultural heritages and home languages as assets. Providing an enriched multilingual education combined with high expectations will help students attain their greatest potentials, and close the achievement gap while preparing them for success in the 21st century.

Vision

The vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/strong_start_academy/2023/nspf/.

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Goals



Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: Increase the percentage of K-4 students at Strong Start Academy scoring in the proficient range in Reading from 26% (Fall 2024) to 60% (Spring 2025) and in Math from 11% (Fall 2024) to 50% (Spring 2025) as measured by iReady diagnostic assessment in Reading and Math.

Evaluation Data Sources: iReady, MAP, IRLA - STIP Goal 3

Summative Evaluation: Accomplish

Next Year's Recommendation: Continue to progress monitor throughout the year to provide targeted interventions and extended learning opportunities.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Continue to provide ongoing professional development in Reading and Math to support effective implementation of all curriculum in ELA and Math for all Tiers of instruction. Evidence Based Intervention (EBI) Level - 1 https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/NDE_2022_EBI_Transformation_List_8caf2f96e8.pdf Equity Supports *English Learners: Challenge: All teachers are bilingual and they may want to rely on translation of the instruction rather than making the content comprehensible through the use of just-in-time scaffolds and EL strategies. Support: Provide professional development to ensure teachers are using best practices with EL students. *Foster/Homeless: Challenge: Homeless students have a higher rate of absenteeism and less time in the classroom learning. Support: Work with families and community partners to help students get caught up when students are at school, maximizing after-school activities. *Free and Reduced Lunch: Challenge: Teachers may want to over scaffold new curriculum to make grade level content accessible. Support: Provide PD for teachers so they understand the importance of productive struggle and negotiating for meaning. *Migrant: Challenge: N/A Support: N/A *Racial/Ethnic Groups: Challenge: Teachers may want to remediate instead of accelerate because of learning loss. Support: Provide professional development that addresses equity and acceleration versus remediation. *Students with IEPs: Challenge: Ensure the learning in the special education classroom is connected with learning in the general education classroom. Support: Provide time for the special education teacher to meet with general education teachers during PLCs to ensure learning is connected and meaningful.	Status Check		
	Jan	Apr	May
			

<p>Formative Measures: *Provide ongoing professional development from TNTP on best practices in Literacy, Math, and Dual Language instruction. (Learning Designs, Equity & Cultural Competency)</p> <p>*Provide ongoing professional development for all staff on implementation of the Reading and Math curriculum for all Tiers (I, II, III) of instruction. (Outcomes & Implementation)</p> <p>*Administrators will conduct regular classroom observations and provide timely feedback.</p> <p>*Teachers will participate in daily PLCs to plan implementation of curriculum.</p> <p>*Instructional coaches and administrators will join daily PLC meetings.</p> <p>*Instructional coaches available to provide modeled lessons.</p> <p>*Purchase of core Reading and Math curriculum as well as supplemental curriculum to support instruction at all Tiers (I, II, II)</p> <p>Challenges to Tackle:</p> <p>*Implementation Challenge: Focusing on the implementation of so many new programs.</p> <p>*Potential Solution: Provide additional days outside of the regular teacher contract to receive professional development on the new reading and math curriculum. Focus on Tier I curriculum first and on one subject at a time.</p> <p>Position Responsible: *Administration</p> <p>*Instructional Coaches</p> <p>*Teachers</p> <p>Student Groups This Strategy Targets:</p> <p>FRL, EL, Students with Disabilities, Racial/Ethnic Groups</p> <p>- Evidence Level:</p> <p>Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Supplemental Instructional Materials - Title I, Pt. A, Professional Development on Literacy & Math Practices and Dual Language Instruction - Title II, Pt. A, Professional Development on Multilingual Learners - Title III - ELL</p>			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			







Goal 1: Student Success

Annual Performance Objective 2: Increase the percentage of special education students in grades K-4 who are meeting their target stretch growth in Reading from 50% (Spring 2024) to 60% (Spring 2025) and in Math from 50% (Spring 2024) to 60% as measured by iReady diagnostic assessment in Reading and Math.

Evaluation Data Sources: iReady, MAP, IRLA - STIP Goal 3
APR Indicator 3(D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.

Summative Evaluation: Continue/Modify

Next Year's Recommendation: Consider the nature of students' IEPs, whether they face academic or behavioral challenges, as high-performing students who are already performing above grade level do not need to meet a stretch goal.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Provide time for classroom teachers to collaborate with special education teacher to ensure student learning is connected across general education and special education setting and that the professional development received in Reading and Math to support effective implementation of all curriculum in ELA and Math for all Tiers of instruction is being implemented in all classrooms with special education students. Evidence Based Intervention (EBI) Level - 1 https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/NDE_2022_EBI_Transformation_List_8caf2f96e8.pdf</p> <p>Formative Measures: *Provide ongoing professional development from TNTP on best practices in Literacy, Math, and Dual Language instruction. (Learning Designs, Equity & Cultural Competency) *Provide ongoing professional development for all staff on implementation of the Reading and Math curriculum for all Tiers (I, II, III) of instruction. (Outcomes & Implementation) *Administrators will conduct regular classroom observations and provide timely feedback. *Teachers will participate in daily PLCs to plan implementation of curriculum. *Instructional coaches and administrators will join daily PLC meetings. *Instructional coaches available to provide modeled lessons. *Purchase of core Reading and Math curriculum as well as supplemental curriculum to support instruction at all Tiers (I, II, II)</p> <p>Challenges to Tackle: *Implementation Challenge: Focusing on the implementation of so many new programs. *Potential Solution: Provide additional days outside of the regular teacher contract to receive professional development on the new reading and math curriculum. Focus on Tier I curriculum first and on one subject at a time.</p> <p>Position Responsible: Administration *Instructional Coaches *Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: - Title I, Pt. A, - Title II, Pt. A, - Title III - ELL</p>	Status Check		
	Jan	Apr	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Increase the number of teachers effectively implementing reading and math curriculum.

Evaluation Data Sources: IRLA

Summative Evaluation: Continue

Next Year's Recommendation: Early implementation of walk throughs that are focused on specific components of the curriculum.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Provide professional development on ARC Core Reading, IRLA, and Heggerty, to improve best practices in phonics, phonemic awareness, and differentiated reading instruction. Provide one-on-one coaching from instructional coaches. Conduct regular classroom observations and post-observation conferences. Ensure instructional coaches and administrator consistently attend PLC meetings. Evidence Based Intervention (EBI) TNTP PD - Level - 1 https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/NDE_2022_EBI_Transformation_List_8caf2f96e8.pdf ARC Core - Level - 1 https://www.evidenceforessa.org/program/arc-core-formerly-zoology-one/ Ready Mathematics - Level 2 - https://www.curriculumassociates.com/research-and-efficacy/ready-math-blended-core Dreambox - Level - 1 - https://www.evidenceforessa.org/program/dreambox-learning/ Brainpop Jr. - Level - 2 - https://www.brainpop.com/classroom-solutions/research Imagine Language & Literacy - Level 3 - https://www.evidenceforessa.org/program/imagine-language-literacy/ Imagine Espanol - Level 3- https://www.evidenceforessa.org/program/imagine-learning-imagine-espanol/</p> <p>Equity Supports *English Learners Challenge: Students may need additional instruction in specific areas of reading such as phonological awareness and/or phonics. Support: Students can be supported with additional instruction provided by the ELL Coordinator or during after-school tutoring. *Foster/Homeless: Challenge: Homeless students have a higher rate of absenteeism and may have gaps in reading due to inconsistent attendance. Support: Ensure teachers are meeting with students daily during small reading groups. *Free and Reduced Lunch: Challenge: Students may be at a wide range of reading levels. Support: Teachers will receive professional development so that they know how to meet students reading needs at all levels. *Migrant: Challenge: N/A Support: N/A *Racial/Ethnic Groups: Challenge: Students may need additional support in reading instruction. Support: Teachers analyze formative assessment data during PLC meetings to identify the need for additional support for all subgroups. Students can be supported with additional instruction provided by the RBG3 Strategist or during after-school tutoring. *Students with IEPs: Challenge: Ensure students receive daily practice with phonemic awareness and phonics and are provided with varied opportunities to apply what they are learning. Support: Provide time for the special education teacher to attend professional development specifically designed to assist special needs students in reading.</p> <p>Formative Measures: *Provide ongoing professional development from TNTP on best practices in Literacy, Math, and Dual Language instruction. (Learning Designs, Equity & Cultural Competency) *Provide ongoing professional development for all staff on implementation of the Reading and Math curriculum for all Tiers (I, II, III) of instruction. (Outcomes & Implementation)</p>	Status Check		
	Jan	Apr	May
			





<p>*Conduct classroom observations</p> <p>*Meet with teachers to provide feedback</p> <p>*Create and provide professional development based on need</p> <p>*Instructional coaches provide modeled lessons</p> <p>*Instructional coaches and administrator attend daily PLC meetings</p> <p>Challenges to Tackle:</p> <p>*Implementation Challenge: Teachers may resist the Science of Reading approach.</p> <p>*Potential Solution: Present research that supports the Science of Reading.</p> <p>Position Responsible: *Administration</p> <p>*Instructional Coaches</p> <p>*Teachers</p> <p>Student Groups This Strategy Targets:</p> <p>FRL, EL, Students with Disabilities, Racial/Ethnic Groups</p> <p>- Evidence Level:</p> <p>Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>Resources and Funding Needed: Common time for grade levels to hold PLC meetings - General Funds, Administrator - General Funds , Instructional Coaches - General Funds, Supplemental Instructional Materials - Title I, Pt. A, Professional Development for Effective Implementation of Instructional Materials - Title II, Pt. A, Professional Development on Working with Multilingual Learners - Title III - ELL</p>			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Reduce the percentage of chronic absenteeism from 35% to 25% as reported on the Nevada's School Rating Report for the 2024-2025 school year.

- Evaluation Data Sources: Attendance Records from Infinite Campus - STIP Goal 6
- Summative Evaluation: Continue
- Next Year's Recommendation: Distribute Chronic absenteeism information to parents through varied modes of communication and as early as sending information out during the summer.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Improve the school's family engagement practices to help students and families feel more connected to the school and feel safe at school, which will in turn improve attendance.</p> <p>Challenges to Tackle:</p> <p>*Implementation Challenge: Leveraging relationships</p> <p>*Potential Solution: The newly organized Parent Council can play a powerful role in strengthening home-school connections and foster positive relationships</p> <p>Evidence Based Intervention (EBI) TNTP PD - Level - 1 https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/NDE_2022_EBI_Transformation_List_8caf2f96e8.pdf</p> <p>Formative Measures: Regularly collecting data that reflects how engaged families are with the school through surveys, feedback forms, family event attendance, and parent-teacher conference participation.</p> <p>Position Responsible: *Administration *Staff *Parent Council</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: - General Funds</p>	Status Check		
	Jan	Apr	May
			
Improvement Strategy 2 Details	Status Checks		
<p>Improvement Strategy 2: Effectively integrate the Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) system (attendance incentives) with Social-Emotional Learning (SEL) programs, enhanced by restorative practice circles, to create a supportive school environment that improves student well-being, behavior, and attendance</p> <p>Challenges to Tackle</p> <p>*Implementation Challenge: Absences will rise as cold and flu season approach.</p> <p>*Potential Solution: Ask families to only keep students home if they are showing symptoms of illness.</p> <p>Evidence Based Intervention (EBI) - RethinkEd - Level 1 Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Study: 78551. (n.d.). Retrieved May 1, 2023, from https://ies.ed.gov/ncee/wwc/Study/78551.</p> <p>Formative Measures: *Implement SWPBIS with fidelity *Implement daily SEL lessons *Implement daily restorative circles</p> <p>Equity Supports *English Learners: Challenge: Students may not understand the SEL lessons. Support: Teachers must make the content comprehensible for students using EL strategies</p>	Status Check		
	Jan	Apr	May
			

*Foster/Homeless:

Challenge: Students may feel disconnected because of excessive absences.

Support: Ensure students are recognized and intentionally paired with other students to increase participation and that their contributions are valued.

*Free and Reduced Lunch:

Challenge: Ensure all students participate in restorative practice circle.

Support: Meet privately with students who are reluctant to participate to prepare them ahead of time for restorative circle conversation.

*Migrant:

Challenge: N/A

Support: N/A

*Racial/Ethnic Groups:

Challenge: Students may feel disconnected if lessons and instructional materials are not culturally responsive.

Support: Teachers will recognize and support cultural differences. Have students share experiences and teachers will value all student contributions.

*Students with IEPs:

Challenge: Students can feel disconnected to their homeroom class because they are pulled out throughout the day to go to the resource room.

Support: Ensure students are recognized and intentionally paired with other students to increase participation and that their contributions are valued.

Position Responsible: *Administrator

*Teachers

Student Groups This Strategy Targets:

FRL, EL, Students with Disabilities

- **Evidence Level:**

Moderate

Problem Statements/Critical Root Causes: Connectedness 1

Resources and Funding Needed: Professional Development - Title II, Pt. A, Teachers - General Funds, ReThinkEd Program - Title IV, Pt. A



No Progress



Accomplished



Continue/Modify



Discontinue